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ABSTRACT

Presented is a sequential, non-graded curriculum for secondary students who have a specific neurological dysfunction which has been designated as "brain-injured syndrome." Following a discussion of the curriculum's philosophy are program outlines for the following areas (sample subsections are in parentheses): career skills development (maturational development, requirements for work, and salary); mathematics (fundamentals of mathematics, coins and currency, and metrics); language arts (vocabulary and spelling, written expression, and reading skills); social studies (the community, world geography, and consumer education); hygiene (the human body, alcohol education, and drug education); vocational skills (office machines, clerical practice, and typing); and shared instruction (woodshop). Appended are a list of mathematical terms and a survival vocabulary. (SBH)

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THE WORLD OF SURVIVAL

A Curriculum Development
Presented to Dr. Philip Pitruzzello
Chairman of the Department of Educational Administration
New York University

In Partial Fulfillment
of the Requirements for the Internship
Seminar in School Administration and Supervision

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P R O G R A M

THE WORLD OF SURVIVAL

1977

DEVELOPED BY

Harry Finkelstein

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PHILOSOPHY

The philosophy in this curriculum has been developed for students in the secondary schools who have a specific neurological dysfunction which has been designated as "The Brain-Injured Syndrome."

These are students whose needs, both academicaly and socially, can not be met within the ordinary classroom setting due to the characteristics of this syndrome.

Their needs can only be met by the proper placement in a special educational setting. The term, "special education", is used to describe those programs that are offered to these students with a goal for the future that many may be returned to the regular mainstream classes.

This curriculum has been developed in a sequential, non-graded format. It is left for the teacher to place each student in the proper functional level so that the students' needs will be met and allow them to function within their competency levels.

The students must learn to face reality, to understand their strengths and weaknesses, and to be able to function in their own society.

These students must be taught that they have something to offer and that society has something to offer them. They must be taught responsibility and the basic rules of the society in which we live.

The scope and sequence of this curriculum are not

set in concrete but are only suggested guides. Therefore a spiral curriculum, cumulative, conceptual and unified, organized on the basis of readiness, dealing with the students' real concrete world at a pace he can handle, is most effective for the student in this program.

Since this curriculum is designed primarily for the teacher of the Handicapped Child nevertheless, we feel certain many layment will also find this of use. Therefore if there appears some oversimplification at times our purpose is to explain the program for both teacher and layman.

It must be remembered that the student for whom this curriculum is designed will often reveal much of the following behavior:

1. He is less likely to be motivated, and therefore is,
   a. frequently unprepared for class,
   b. late, more likely to cut classes and be truant.
2. He has a lower frustration tolerance and shorter attention span, even though perserveration may be evident.
3. He is frequently a behavior problem, exhibiting aggression, defiance, and hostility, or apathy, idleness, and withdrawal.

4. He is more likely to be overly concerned with self, demanding more time and attention, and be less able to share attention.
5. In testing situations, he often does not try at all or gives up after the first few questions.

Curriculum implementation for this population calls for prime emphasis on the useful and the concrete. This is one characteristic that marks the special education curriculum-the content, for effective learning, must be realistic to these students in their daily experience.

The secondary school's objectives for the special education student includes those of the elementary schools in strengthening and improving the three R's and in addition, relating to the roles the learner will have in society-the world in which he will work, the world in which he will be a consumer and responsible member of his community.

A shared vocational instructional program provides the students with opportunities to test his aptitudes in a variety of controlled work situations. Vocational learning is useful in daily living as well as exploratory in relation to employment opportunities after completing secondary school.

The special education student should follow a spral curriculum sequence without reference to grade level expectations. Mental age and experience (readiness)

provide guide lines for the pace. Vocabulary and illustrative materials are adapted to his maturity and interests. It enables him to master symbolic skills.

It provides for the learning and reinforcement of fundamental skills in a sequentail, cummulative development which is related to the content.

These students need to begin with pre-school units, and should be concerned with readiness programs. The secondary school will begin at some level of the elementary curriculum, making the adjustments for adolescent interests. Such curricula will continue to emphsize the basic tool subjects in the expanding world of the students and will introduce vocational curriculum in increasing levels of complexity.

While a teacher must be knowledgeable in order to help the students gain information and concepts they must also have empathy, (not sympathy) for these students. If a teacher lacks empathy for this population, the teacher can not be effective in helping them want to learn.

Teachers require more freedom and flexibility to modify their classroom curriculum for this group. The teachers must be free and encouraged to find more ways of relating academic knowledge to the intellectual and cultural levels of the pupils. They must use this knowledge about the pupils and their skills in communications

to deal with subject applications to everyday life.

Implementation for these students requires processes that are more intuitive and psychologically oriented. The teachers of these students must "play it by ear" if they are to be successful in improving learning for their classes. The teachers of these students who can and will depart from rigidity are more likely to keep their classes "with them" and "with schooling."

CAREER SKILLS DEVELOPMENT PROGRAM

The Declaration of Independence and The Constitution of the United States recognizes every person's right to life, liberty and the pursuit of happiness. Unfortunately many citizens are unable to get the appropriate and necessary schooling in which to ensure a chance for future happiness.

For the special education student, we must ask ourselves the question: How can we best prepare them to function in society? The Careers Skills Development Program is designed to make the student aware of the economic, social and cultural prerequisites and responsibilities for entrance into the adult world.

From an initial involvement with Career Skills, the student is guided into the more specific application of skills. The purpose of the program will be to prepare the student for various job opportunities, new requirements, and new skills, and to develop a realistic and healthy attitude to the real world of work. In order to meet the challenges of tomorrow, it is necessary to prepare the individuals today.

CAREER SKILLS DEVELOPMENT PROGRAM

I. MATURATIONAL DEVELOPMENT

A. Emotional Maturity

1. Reality testing
2. Awareness of individuals strengths and weakness
3. Meeting new situations sucessfully
4. Dealing with frustrations
5. Recognizing appropriate behavior

B. Social Maturity

1. Social amenities
2. Acceptable appearance
3. Appropriate behavior
4. Common Courtesies
5. Social Adjustment
6. Problem Solving
   a. Verbalization
      (1) Family
      (2) Friends
      (3) Co-workers
7. Meaningful Participation
   a. Family
   b. Friends
   c. Co-workers
   d. Society

II. REQUIREMENTS FOR WORK

A. Finding employment

1. Guidance Counselor
2. Teacher
3. Friends
4. Relatives
5. Neighbors
6. "Word of Mouth"
7. Advertisements
    a. Newspapers
        (1) Location of ads
        (2) Symbols
        (3) Abbreviations

B. Documents

1. Proof of Birth
2. Working papers
3. Social Security Card
4. Job Application
    a. Referrances
    b. Recommendations
    c. Technical language
5. W-2 forms
6. Income tax deductions

C. Job Interview

1. Appearance
    a. proper attire
    b. grooming

2. Communication skills
3. Preparedness
4. Salary
5. Benefits
6. Requirements

D. Transportation
1. Walking
2. Bicycle
3. Automobile
4. Public Transportation
a. Cost
b. Schedule

E. Maintaining employment
1. Friendliness
2. Politeness
3. Cooperation
4. Cleanliness
5. Honesty
6. Self-control
7. Punctuality
8. Reliability
9. Proper attire

III. SALARY

A. Technical Vocabulary

1. Hourly
2. Daily
3. Weekly
4. Minimum wage
5. Straight salary
6. Piece work

B. Computation of Salary- gross

C. Computation of Salary- net

D. Deductions

1. Taxes

a. Federal

b. State

c. Social Security

d. City

MATHEMATICS

The teacher should evaluate the current mathematical status of the individual student in order to properly place the student within this sequencial guide. In some areas the student will have no difficulties at all. In other areas the student will need additional remediation in specific areas. As we have stated many times, this curriculum is a guide.

I. EVALUATION OF MATHEMATICAL COMPENTENCIES

II. FUNDAMENTALS OF MATHEMATICS

- A. Addition
- B. Subtraction
- C. Multiplication
- D. Division
- E. Problem Solving

III. FRACTIONS

- A. Addition
- B. Subtraction
- C. Multiplication
- D. Division
- E. Problem Solving

IV. DECIMALS

- A. Reading
- B. Writing
- C. Addition
- D. Subtraction
- E. Multiplication
- F. Division
- G. Rounding Off
- H. Problem Solving
- I. Functions
- J. Estimating

V. PERCENTS

A. Definition

B. Reading of Percents

C. Writing of Percents

D. Functions of Percents

E. Computation

1. Finding percent of a number

2. Finding what percent one number is of another

F. Problem Solving

VI. COINS AND CURRENCY

A. Making Change

1. Computation

2. Problem Solving

B. Writing Money

1. In words

2. In numerals

C. Problem Solving

1. Grocery bills

a. Computation of total

2. Buying Clothes

a. Computation of total

b. Tax

c. Sales and discounts

3. Buying household Goods

a. Computation of total

b. Tax

c. Sales and discounts

D. Other Related Areas

1. Salary

a. Computation

b. Basic deductions

2. Budgeting

a. Computation

3. Banking services

a. Checking

b. Savings

c. Loans

4. Postal Services

a. Stamps

b. Post Cards

c. Air Mail

d. Money Orders

5. Restaurant checks and bills

a. Computation of total

b. Tax

c. Gratuities

VII. MEASUREMENT

A. Concepts

1. Linear

2. Liquid

3. Dry Measure

4. Weights

5. Temperature

B. Problem Solving

VIII. METRICS-conversions at this point could be very confusing to the students. Simply introduce approximations.

A. Conversions

1. Meter (linear)

a. Approximately one yard

2. Liter (liquid)

a. Approximately one quart

3. Kilogram (weight)

a. Approximately two pounds

IX. GEOMETRY- (Although most students involved in Special Education programs may not require the higher aspects of Geometry, there will be some students who will be interested in an awareness this section provides.)

A. Shapes

1. Circle

a. Perimeter

b. Area

c. Volume

2. Square

a. Perimeter

b. Area

c. Volume

3. Triangle

a. Perimeter

b. Area

c. Volume

4. Rectangle

a. Perimeter

b. Area

c. Volume

B. Computations

C. Problem Solving

LANGUAGE ARTS

All forms of verbal expression-speaking, writing and reading are the basics of communication skills. These skills are the tools with which the student will be able to build a foundation in academic areas and with which he will build a solid foundation in society.

It is often the lack of expressive and constructive language abilities that inhibit and retard an individuals development of human interrelationships. This is especially true of the handicapped person. Special stress must be made on these communicative skills through oral and written language, so that he may better express himself. Auditory skills must also be improved so that he may respond to others in an appropriate and intelligent manner.

In order for these special students to grasp these ideas much if not all of the educational material should be tied into his every day life and his personal interests.

LANGUAGE ARTS

I. WORD ATTACK

- A. Letter Recognition
- B. Phonics
- C. Sight Words
- D. Survival Words
- E. Contractions

II. VOCABULARY AND SPELLING

- A. Personal Words
  - 1. Name
  - 2. Address
  - 3. Telephone
  - 4. Mothers' name
  - 5. Fathers' name
  - 6. Other
- B. Survival Vocabulary
- C. Vocational Words
- D. Synonyms, Antonyms, and Hononyms
- E. Contractions and Abbreviations

III. WRITTEN EXPRESSION

- A. Writing
  - 1. Sentences
  - 2. Paragraphs
  - 3. Letters
    - a. Friendly
    - b. Business
    - c. Postcards
    - d. Invitations

e. Greeting cards

f. Thank you notes

4. Addressing envelopes

5. Compositions

6. Applications

a. Survival vocabulary

b. Abbreviations

c. Technical terms

d. Signature

e. Spelling

f. Data

(1) Personal

(2) Schooling

(3) Job experience

(4) References

B. Correct Form and Mechanics

1. Punctuation

2. Capitalization

3. Use of and, but, and other conjunctions

4. Sentence complexity

5. Figurative language

6. Paragraphs

7. Legibility

8. Spelling

9. Clarity

10. Complete sentences

11. Abbreviations

12. Logical sequence

13. Proof reading

IV. ORAL COMMUNICATIONS

A. Usage and Grammar

B. Complete thoughts

C. Sequence

D. Clarity

E. Stay within topic

F. Gestures

G. Body language

H. Eye contact

I. Tone

J. Speed

K. Volume

V. READING SKILLS

A. Word attack

B. Comprehension

1. Main idea

2. Identifying important detail

3. Use of context and picture clues

4. Drawing conclusions and inference

C. Vocabulary

D. Following Directions

E. Idioms, and Colloqual language

F. Abbreviations, Contractions

G. Independent Reading

1. Pleasure

a. Novels

b. Non-fiction

c. Short stories

d. Poetry

e. Plays

2. Information

a. Want ads

b. Schedules

c. Reference books

d. Labels

VI. AUDITORY SKILLS

A. Attentiveness

B. Reinforcement

1. Take notes

2. Ask questions

C. Courtesy

D. Auditory Discrimination

E. Recall of sequence of events

F. Colloqual language

G. Idioms

H. Following directions

VII. NEWSPAPER

A. Types

1. Daily (News, Times, Post)

2. Weekly (Buy lines, Amsterdam News, Jewish Press, El Dario, Italian-American, Village Voice)

B. Heading

1. Name of newspaper
2. Date of publication
3. Cost
4. Area serviced

C. Headlines

1. Purpose
2. Meaning

D. Index

E. Acknowledgements and Staff

1. Editors
2. Publishers
3. Reporters
4. Other information

F. Parts of the newspaper

1. Front page
2. News section
3. Editorials
4. Syndicated columns
5. Regular features
6. Special events
7. Obituary
8. Movies
9. T.V. and Radio
10. Want ads
11. Sports
12. Advertisements

13. Weather

14. Tide tables

G. The News article

1. Types of news stories

a. International

b. National

c. Local

d. Human interest

2. Information

a. Headlines

b. By lines

c. Pictures

H. Reading a Newspaper

1. Understanding

A. Who did what

B. What happened

C. Where did it happen

D. When did it happen

E. Why did it happen

F. How did it happen

SOCIAL STUDIES

Social Studies may be used not only as an area to be studied for academic content and interest, but also as a tool to enhance the individual's self-image. The student is given the perspective of himself as an individual and also as a part of a greater whole-the whole being society in its present form and modern man as a culmination of his historical and evolutionary growth.

Since social studies covers a vast area of curriculum it is essential that the important areas be covered catagorically and sequentially. Initially the studies will cover the individual, the family and the home, and then will be expanded to the neighborhood, the community, and systems of government. Once a concrete base is built in these areas, emphasis may then be geared towards the dynamics that develop and control man's destiny.

At this juncture, the individual's perspectives will have given him a better understanding and appreciation of local and worldly problems. Consumer education may now be introduced so that the individual will be given the knowledge of necessary componants that are needed in any personal life style. He will see himself as a consumer in a world where demand and supply is a function of an ongoing process. With this knowledge, he will be given a sense of independence and self-assuredness. He will no longer cope, but he will participate in a meaningful and productive way.

I. URBAN LIVING

- A. Population
- B. Employment
- C. Culture
- D. Income bracket
  - 1. Low
  - 2. Medium
  - 3. High

II. SUBURBAN LIVING

- A. Population
- B. Employment
- C. Culture
- D. Income bracket
  - 1. Low
  - 2. Medium
  - 3. High

III. ENVIRONMENTAL AWARENESS

- A. Ecology
- B. Depletion of resources
- C. Pollution

IV. OUR COMMUNITY

- A. Where
- B. Ethnics who live among us
- C. Occupations
- D. Transportation

WORLD GEOGRAPHY

I. THE GLOBE

A. Compass Direction

1. North

2. South

3. East

4. West

B. Latitude

1. Concepts

2. Equator

3. Hemispheres

a. Northern

b. Southern

C. Longitude

1. Concepts

2. Prime Meridian

3. Hemispheres

a. Eastern

b. Western

4. International Dateline

D. Poles

1. North

2. South

II. THE WORLD

A. Continents

1. Europe

2. Asia

3. Africa
4. North America
5. South America
6. Antarctic
7. Australia

B. Related Factors
1. Countries
2. People
a. Customs
b. Culture
3. Production
4. Economic Statis
a. Industry
(1) Export
(2) Import
b. Agriculture
(1) Export
(2) Import

III. OCEANS
A. Atlantic
B. Pacific
C. Indian
D. Arctic
E. Antarctic

IV. GEOGRAPHICAL VOCABULARY
A. Island
B. Peninsula

C. Isthmus

D. River

E. Tributaries

F. Basin

G. Seas

H. Gulfs

I. Deserts

J. Mountains

K. Valley

L. Plateaus

M. Plains

CONSUMER EDUCATION

I. SHELTER

A. Types of Dwelling

1. Room

2. Apartment

a. Unfurnished

b. Furnished

3. House

a. Rent

b. Buy

4. Mobile Home

a. Rent

b. Buy

B. Costs

1. Rent

a. Lease or Contract

(1) Terms

(a) Landlord's responsibilities

(b) Tenant's responsibilities

(2) Length

(3) Security deposit

(4) Availability

(5) Method of payment

(6) Special conditions

(a) Agency fees

2. Mortage

a. Types

(1) FHA

(2) VA

(3) Conventional

b. Terms of Contract

(1) Interest

(2) Length

(3) Principle

(4) Down payment

(5) Taxes

(6) Insurance

3. Utilities

a. Electric

b. Gas

c. Water

d. Heating

(1) Gas

(2) Oil

(3) Solar

e. Telephone

C. Location

1. Proximity to place of employment

2. Neighborhood problems

3. Property values

4. Educational facilities

5. Shopping facilities

D. Size of Dwelling

1. Number of rooms

2. Size of rooms

3. Condition

II. FURNITURE AND APPLIANCES

A. Furniture

1. Needs

a. Style

b. Size

c. Quality

d. Cost

2. Outlets

a. Specialty shop

b. Discount store

c. Department store

d. Thrift shop

e. Unpainted furniture store

f. Antique shop

g. Mail order

h. Friends and relatives

i. Auctions

B. Appliances

1. Needs

a. Style

b. Size

c. Quality

d. Cost

III. CONSUMER PROTECTION

A. Vocabulary

1. Guarantee
2. Warranty
3. Service Contract
4. Reputation
5. Referral
6. Installation
    a. Charge
    b. Problems
7. Delivery
8. Maintenance

IV. FOOD AND DRUGS

A. Preparation for shopping

1. Food planning

a. Basic food groups

(1) Meat and fish

(2) Bread and cereal

(3) Milk and dairy

(4) Fruit and vegetables

b. Budgeting

(1) Using store brands

(2) Sale items

(3) High protein substitutes

(4) Coupons

(5) Food stamps

B. Types of Stores

1. Supermarkets

2. Independent stores

a. Chain store

b. Delicatessen

3. Cooperatives

4. Farmstands

5. Specialty shops

a. Bakery

b. Butcher

c. Fish store

d. Cheese shops

e. Other

6. Pharmacy
    a. Full price
    b. Cut rate

C. Consumer Protection
1. Government regulations
    a. USDA
    b. FDA
    c. Grades
2. Labels
    a. Ingredients
        (1) Nutritional information per serving
    b. Quantity
        (1) Weight
    c. Quality
    d. Unit pricing
3. Advertising
    a. Sale
    b. Price leader
    c. Misleading
    d. Newspapers
4. Practiced deceptions
    a. False advertising
    b. Misleading labels
    c. Deceptive packaging
5. Food Stamps
    a. Qualifications
    b. Purchase

c. Cost

d. Advantage

e. Use

V. PURCHASING

A. Merchandise Outlets

1. Types

a. Department

b. Discount

c. Wholesale

d. Second hand

e. Antique

f. Mail order

2. Policies

a. Reputation

b. Loss leaders

c. Bait and switch

d. Meeting competitors prices

e. Sales discounts

(1) Seasonal

(2) Close out

(3) Fire sale

(4) Clearance

B. Salesmen

1. Types

a. Store

b. Door to door

c. Telephone

2. Sales techniques

a. Pressure tactics

b. Soft sell

c. Bait and switch

d. Referral

C. Protection

1. Types

a. Guarantee

b. Warranty

c. Store Promise

d. Implied warranty

e. Service contract

2. Coverage

a. Length of time

b. Cost

c. Responsibility

(1) Factory

(2) Store

(3) Purchaser

D. Financing

1. Methods of payment

a. Cash

b. Check

c. Money order

d. Charge accounts

(1) 30 day

(2) 90 day

(3) Revolving

e. Layaway plan

VI. CLOTHING

A. Needs

1. Style

2. Usefullness

3. Size

4. Quality

5. Cost

B. Fabrics

1. Natural

a. Wool

b. Cotton

(1) Corduroy

(2) Flannel

(3) Gabardine

(4) Gingham

(5) Terry cloth

(6) Velvet

c. Fur

2. Synthetic

a. Nylon

b. Polyester

c. Rayon

d. Dacron

C. Features

1. Easy care

2. No iron
3. Water repellant
4. Colorfast
5. Sanforized
6. Pre-shrunk

D. Outlets

1. Department store
2. Specialty shop
3. Manufacturer
4. Wholesale
5. Discount
6. Thrift
7. Second hand

VII. AUTOMOBILE

A. Needs

1. New
2. Used
3. Style
4. Price
5. Options
6. Mileage
7. Insurance

B. Where to purchase

1. Authorized dealer
2. Used car lot
3. Auction
4. Individual

VIII. LAW

A. Civil

1. Lawsuit

a. Summons

b. Complaint

c. Plaintiff

d. Defendant

2. Small claims court

3. Garnishment

4. Repossession

B. Criminal

1. Need for lawyer

a. Arrest

b. Signing of contracts

c. Receipt of legal notice

d. Divorce

e. Separation

f. Negligence

(1) Injury

(2) Property damage

g. Interpretation of legal documents

2. Retaining a lawyer

a. Legal Aid Society

b. Public Defender

c. Personal referral

3. Standard procedures for arrest
    a. Arrest (reading of rights)
    b. Booking
    c. Formal charge
    d. Trial
    e. Sentence
        (1) Probation
        (2) Jail
        (3) Fine

C. Legal Vocabulary
    1. Lawsuit
    2. Summons
    3. Plaintiff
    4. Defendant
    5. Garnishment
    6. Repossession
    7. Arrest
    8. Contract
    9. Receipt
    10. Divorce
    11. Separation
    12. Negligence
    13. Documents
    14. Booking
    15. Trial
    16. Probation
    17. Jail

HYGIENE FOR LIVING

The emphasis of a science program for the special student should be placed on a solid understanding of his body and that which influences his health and well being.

Once established he may venture into the realm of other living organisms. Man is one part of an intricate and on going process. To understand his part in the life cycle he will be given a fundamental knowledge in a concrete form in which to build upon.

Included in the studies are man, man and his environment, and man's unique ability to search, reason, and experiment. With these abilities he may understand himself and his environment and learn to cope with those things he cannot change and change those things that he can.

In view with our present day concerns he will be given an understanding of ecology and its importance for the preservation and conservation of our society and the world.

HYGIENE FOR LIVING

I. THE HUMAN BODY

A. Parts

1. Head

a. Eyes

b. Nose

c. Ears

d. Mouth

e. Hair

2. Arms

a. Shoulder

b. Elbow

c. Hand

d. Finger

e. Nail

3. Legs

a. Hip

b. Thigh

c. Knee

d. Angle

e. Foot

f. Toe

g. Nail

4. Torso

a. Breast

b. Genetalia

B. Senses

1. Vision
2. Auditory
3. Tasting
4. Tactile
5. Olfactory

C. Organs

1. Heart
2. Lungs
3. Liver
4. Kidney
5. Brain

D. Systems

1. Digestive
2. Respiratory
3. Circulatory
4. Nervous
5. Reproductive

II. TOBACCO AND HEALTH

A. Man's Use of Tobacco

1. Early use

a. Indians

b. Aztecs and Mayans

c. Europeans

2. Modern use-United States

a. Production

b. Exportation

c. Consumption

B. Health

1. Heart disease

2. Lung Cancer

3. Emphysema

4. Shortness of breath

5. Chronic bronchitis

C. Effects

1. Circulatory system

a. Pulse

b. Blood pressure

c. Peripheral circulation

d. Coronary circulation

2. Digestive system

a. Appetite

b. Salivation

c. Gastric activity

D. Advertisement and Promotion

1. Identification with a particular brand
2. Social Acceptance
3. Packaging Techniques
4. Ad allusions
    a. Athletic prowess
    b. Popularity
    c. Socialability

E. Developing the Smoking Habit

1. Learned through own experience
2. Peer pressure
3. Socialability
4. Status
5. Tension relief

F. Breaking the Smoking Habit

1. Reading matter
    a. Heart Association
    b. Cancer Association
2. Organizations
    a. Smoke Enders
3. Medical
    a. Hypnosis
4. Gimmicks
    a. Plastic Cigarettes
5. Peer pressure
6. Socialability
7. Status

III. ALCOHOL EDUCATION

A. Types of Alcohol

1. Ethyl (grain)
2. Methyl (wood)

B. Nutritional Value

1. Vitamins
2. Calories

C. Medicinal Uses

1. Anesthetic
2. Sedative
3. Tranquilizer

D. Effects on the Body

1. Slows reaction time
2. Reduces muscular coordination
3. Impairs judgement
4. Impairs concentration
5. Impairs visual accuity
6. Impairs memory
7. Dilates blood vessels
8. Increases blood pressure
9. Nausea

E. Reasons for Consumption

1. Curiosity
2. Poor pressure
3. Adventure
4. Socialability
5. Status

6. Escape

7. Pleasure

F. Alcoholic Related Problems

1. Accidents

a. Automobile

b. Other

2. Physical Deterioration

a. Addiction

b. Cirrhosis of the liver

c. Cirrhosis of the kidney

d. Deterioration of brain cell matter

3. Emotional Deterioration

a. Productivity reduced

b. Quality of workmanship reduced

c. Effect ability to hold job

4. Social Deterioration

a. Family problems

b. Anti-social behavior

(1) Crime

(2) Inappropriate behavior

c. Inability to cope

G. Legislative Control

1. Laws, acts, amendments

a. Minimum age

b. Regulation of alcoholic content

H. Economics

1. Taxation

a. State

b. Federal

c. Local

IV. DRUG EDUCATION (teachers should use discression in this section)

A. Historical

1. Use

a. Magic

b. Religion

c. Anesthetics

B. Modern

1. Use

a. Germicidal

b. Modify body reactions

c. Relieves pain

d. Effects moods

2. Effects

a. Curative

b. Preventative

c. Reduces pain

d. Prolongs life

e. Changes emotions

f. Relaxes muscles

g. Stimulative

h. Addictive

i. Withdrawal

3. Catagories

a. Prescriptive

b. Non-prescriptive

c. Illegal

C. Types-(for teachers information only)

1. Habit forming and addictive

a. Stimulants

(1) benzedrine (bennies)

(2) dexedrine (co-pilots)

(3) diphetamine (footballs)

(4)

b. Depressants

(1) Seconal Sodium (red birds)

(2) Nebutal (yellow jackets, nommies)

(3) Anytal Sodium (blue heavens)

(4) Luminal (purple hearts)

(5) Tuinal (tooies, rainbows)

(6) Cocaine (coke, snow)

(7) Heroin

(8) Valium

2. Marijuana (mary jane, pot, grass, weed)

3. Other

a. Mescaline

b. LSD, DMT, STP

c. Plastic cement

d. Airplane glue

e. Aerosol sprays

f. Other

D. Reasons for intake

1. Medicinal
2. Psychological
    a. Escape from reality
    b. Euphoria
    c. Relaxant
3. Peer pressure
4. Status
5. Socialability
6. Popularity
7. Curiosity
8. Tension relief
9. Adventure
10. Addiction

E. Drug related problems

1. Physical deterioration
2. Emotional deterioration
3. Accidents
    a. Automobile
    b. Other
4. Addiction
5. Anti-social behavior
    a. Crime
    b. Inappropiate behavior
6. Social
7. Family

VOCATIONAL SKILLS

During the first year of instruction, the student is introduced to all of the equipment presently in the Vocational Skills Laboratory. The function of the machine is carefully explained and demonstrated.

A structured approach is used to demonstrate the machine so that each student has an opportunity to operate each machine.

A diversified program is designed to meet the needs of pupils with varying interests and abilities. The program is a dual purpose one. Primarily it is designed to introduce the student to machines and to enhance his coordination and exercise the manipulative powers. Secondly, it is geared towards fitting individuals for gainful employment as skilled or semi-skilled workers.

In a special room designed to simulate a real bussiness office, students are exposed to pre-vocational skills for office or industry work. Modern business machines used in todays office as well as specialized equipment will be introduced. The student is given the proper techniques for maintaining and operation of the office machines.

This program is a structured and functional multimedia approach to learning and confidence building in training the Special Education student.

OFFICE MACHINES

I. PRE-VOCATIONAL SKILLS

A. Spirit Duplicator

1. Operation

2. Cleaning

3. Maintenance

B. Gestetner Collator

1. Operation

2. Cleaning

3. Maintenance

C. Electric Stapler

1. Operation

2. Cleaning

3. Maintenance

D. Automatic Calculators

1. Operation

2. Cleaning

3. Maintenance

E. Mimeograph

1. Operation

2. Cleaning

3. Maintenance

F. Checkwriter

1. Operation

2. Cleaning

3. Maintenance

G. Teletrainer

1. Operation

2. Cleaning

3. Maintenance

H. To be developed

CLERICAL PRACTICE

II. OFFICE JOB SKILLS

A. Special techniques involved

1. Acquiring an office vocabulary
2. Clerical Arithmetic
3. Alphabetizing
    a. Sorting
    b. Visual discrimination
4. Chronological filing
5. Office Mail
    a. Stamping
    b. Sorting
    c. Routing
6. Telephone
    a. Usuage
    b. Message taking
7. Attitudes
    a. Punctuality
    b. Neatness
    c. Use of time
8. To be developed

TYPING

III. INTRODUCTION TO THE TYPEWRITER

A. Names of parts

B. Introduction to keys

C. Practical Application

1. Learning to follow directions

2. Overcoming visual dependency

3. Alternative to handwriting

4. Improve spelling

5. Improve reading

6. Improve muscletone

D. Advance Practical Application

1. Speed typing

2. Personal letters

3. Letter of inquiry

4. Invitations

SHARED INSTRUCTION

Shared instruction is designed as a hands on, success oriented program. Its basic premise is to re-enforce manipulative skills, build confidence and expose the students to new learning environments in an ongoing and practical way. He is introduced to this program in a concrete, sequential manner. It is completely individualized, accounting for each student's particular skills, strengths and weaknesses.

All academic functions, i.e. mathematical skills, social awareness and reading skills are utilized in a practical environment. The student learns to work by himself and with others. Starting with independent travel from the home school to the vocational school, the student is called upon to plan his route both to the school and from the school to his home. He is allowed to travel either independently or with his fellow students. This simulates a real life work situation. Learning to allow for adverse weather conditions and problems with public transportation, he is given a very important and necessary lesson in real work transportation problems. Once having arrived at his destination he learns how to prepare himself for work.

Each project that the student works on is designed in a sequential manner to utilize special skills. At each step he is introduced to additional tools, their care and maintenance. Safety rules and regulations are

emphasisied at each step along the way and are reenforced on a regular basis.

Upon completion of this program the student will have a basic working knowledge of tools necessary for mainanence and repair in his home enviornment as well as an introductory knowledge of tools used in various vocations. He will also be given the satisfaction of having completed difficult and professional projects which he will be allowed to take home.

SHARED INSTRUCTION

I. WOODSHOP

A. Introduction to Safety Vocabulary

1. Safety Rules

2. Application of Safety Rules to Shop

B. Introduction to academic requirements of woodshop

1. Practical application of mathematical principles

a. Addition

b. Subtraction

c. Multiplication

d. Division

e. Fractions

f. Measuring

2. Practical application of reading

a. Directions and manuals

b. Following written instructions

C. Sequential Use of Directions

1. Manual dexterity

2. Eye-hand coordination

D. Introduction to behavior standards

1. No fighting

2. Proper attire

3. Cooperation

4. Self control

5. Punctuality

6. Neatness

7. Following directions

E. Technical Terminology and Application

1. Group I

a. Project: Windshield scraper

(1) Introduction of tools and Materials

(a) Plane

(b) Ruler

(c) Coping saw

(d) File

(e) Sandpaper

(f) Tri-square

(2) Maintenance and care of individual tools

(a) Clean up process

(3) Re-enforcement of safety rules

2. Group II

a. Project: Nameplate

(1) Introduction of tools and materials

(a) Brace

(b) Bit

(c) Countersink

(d) Screwdriver

(e) Stain

(f) Wax

(g) Steel wool

(2) Maintenance and care of individual tools

(a) Clean up process

(3) Re-enforcement of safety rules

3. Group III

a. Project: Picture frame

(1) Introduction of tools and materials

(a) Rabbit plane

(b) Miter box

(c) Glue

(d) Hammer

(e) Nail set

(f) Frame clamp

(g) Razor saw

(2) Maintenance and care of individual tools

(a) Clean up process

(3) Re-enforcement of safety rules

4. Group IV

a. Project: Jewelry box

(1) Introduction of tools and materials

(a) Bench dogs

(b) Vise dogs

(c) Handscrew clamps

(d) Bench hook

(e) Shellac

(f) Back saw

(g) Latex paint

(2) Maintenance and care of individual tools

(a) Clean up process

(3) Re-enforcement of safety rules

5. Group V

a. Project: individualized

(1) Introduction of tools and materials

(a) Chisel

(b) Bead awl

(c) Poncil compass

(d) Electric sanding machine

(e) Drill press

(f) Electric jig saw

(2) Maintenance and care of individual tools.

(a) Clean up process

(3) Re-enforcement of safety rules

6. Miscellaneous Projects

a. File box

b. Odds and ends box

c. Tri-square

d. Bird house

e. Ash tray stand

f. Plant stand

g. Foot stool

h. Shoe rack

i. Cake plate

j. Flower box

k. Spice rack

l. Large picture frame

II. ELECTRICAL

A. To be developed

III. AUTOMOTIVE

A. To be developed

APPENDIX

MATH APPENDIX

above
addition
admission
allowance
A.M.
amount
angle
area
around
average

bank balance
behind
below
beside
bill of sale
boiling
boiling point
borrow
budget
calendar
cancelled
capacity
carry
carpenter's rule
cash
center
change
charge
cheap
cheaper
cheapest
check
column
commission
content
credit
curve
decimal point
deposit slip
depth
diamond
difference
distance
division
divisor
double
dozen

earnings
endorse
estimate
evening
exchange
equals
edge
enough
fare
freezing
freezing point
gain
greater than
gross

half-past
hour

income
in front of
installment
insurance
interest

least
left
length
loss
middle
mile
minute
minus
money order
month
multiplication
multiplier
multiplicand

not

odometer
once

pair
parallel
parcel post
past due
per cent
per hour
plus
P.M.
postage
product
property tax

quarter past
quotient

receipt
reduce
remainder
right
right angle
round off
sales slip
sales tax
scale of miles
second
smaller than
social security
special delivery
speedometer
statement
story
subtraction
sum
surface

tape measure
tax
temperature
triangle
twice
wages
wage scale
worth
week
width
withholding tax

volume

yardstick
year

SURVIVAL VOCABULARY

Adults Only
All Cars Stop
Antidote
Ask Attendant for Key

Be Quiet
Beware
Beware of Cross Winds
Beware of the Dog
Boys
Bridge Freezes Before Road
Bridge Out
Bus Only
Bus Station
Bus Stop

Caution
Caution--Student Driver
Closed
Combustible
Condemned
Construction Zone
Contaminated
Crosswalk
Curve

Danger
Dangerous Curve
Dead End
Deep Water
Deer Crossing
Dentist
Detour
Dim Lights
Dip
Divided Highway Ahead
Doctor
Do Not Block Walk
Do Not Cross
Do Not Crowd
Do Not Enter
Do Not Inhale Fumes
Do Not Pass
Do Not Push
Do Not Refreeze
Do Not Shove
Do Not Stand Up
Do Not Touch
Do Not Use Near Heat
Do Not Use Near Open Flame

Down
Drifting Sand
Drive Slow
Dynamite

Elevator
Emergency Exit
Emergency Vehicles Only
Employees Only
End
End Construction
Entrance
Exit
Exit Only
Exit Speed
Explosives
External Use Only

Falling Rocks
Fallout Shelter
Fatal
Fire Escape
Fire Extinguisher
First Aid
Flame
Flammable
Flooded
For Sale
Found
Four-Lane Highway
Four-Way-Stop
Fragile
Freeway

Garage
Gasoline
Gate
Gentlemen
Girls
Go
Go Slow

Handle With Care
Hands Off
Harmful
Harmful If Swallowed
Help
High Voltage
Hospital
Hospital Zone

In
Inflammable
Information
Inspection Station
Instructions
Interstate

Junction

Keep Away
Keep Closed at All Times
Keep to the Left
Keep to the Right
Keep Off
Keep Out

Ladies
Lane Ends
Last Chance for Gas
Left Lane Must Turn Left
Left Turn Only
Left Turn on Signal Only
Listen
Live Wires
Loading Zone
Look
Look Out for Cars
Lost

Mechanic On Duty
Men
Men Working
Merge Left
Merge Right
Merging Traffic
Military Reservation
M.P.H.

Narrow Bridge
Next
Next Window
No Admittance
No Checks Cashed
No Credit
No Diving
No Dogs Allowed
No Dumping
No Fires
No Fishing
No Hunting
No Left Turn
No Loitering
No Minors
No Parking
No Passing
No Right Turn
No Smoking
No Smoking Area
No Spitting
No Standing
No Stopping
No Swimming
No Trespassing
No Turns
No "U" Turn
Non-Flammable
Not a Through Street
Not For Internal Use
Noxious
Nurse

Office
One Way
One-Way- Do Not Enter
One Way Street
Open
Out
Out of Order

Pavement Ends
Pedestrians Prohibited
Ped X-ing
Playground
Poison
Poisonous
Police Station
Polluted Area
Posted
Post No Bills
Post Office
Private
Private Property
Private Road
Proceed at Your Own Risk
Pull
Push
Put on Chains

Quiet
Quiet-Hospital Zone

Radar
Railroad Crossing
Restroom
Resume Speed
Right Lane Must Turn Right

Right Turn Only
Road Closed
Road Ends
R.R.

Safety
School
School Crossing
School Stop
School Zone
Shallow Water
Shelter
Slide Area
Slippery When Wet
Slow Down
Slower Traffic Keep Right
Smoking Prohibited
Soft Shoulder
Speed Checked By Radar
Steep Grade
Step Down
Step Up
Stop
Stop Ahead
Stop For Pedestrians
Stop When Occupied
Stop Motor

This Lane May Turn Left
This Road Patrolled by Aircraft
This Side Up
Three Way Light
Traffic Circle
Truck Route
Turn Off
Two Way Traffic

Unloading Zone
Up
Use Before
Use in Open Air
Use Low Gear
Use Other Door

Violators Will be Prosecuted

Walk
Wanted
Wanted
Warning
Watch For Flagman
Watch For Low Flying Aircraft
Watch For Slow Moving Vehicles
Watch For Children
Watch Your Step
Wet Paint
Winding Road
Women
Work-Zone Ends

Yield
Yield Right of Way

DON'T WALK IN FRONT OF ME

I MAY NOT FOLLOW

DON'T WALK BEHIND ME

I MAY NOT LEAD

WALK BESIDE ME

AND JUST BE MY FRIEND

- Camus

THE WORLD OF SURVIVAL

A curriculum developed for the secondary level students who have specific neurological dysfunctions.